LTNS 435-01: Oral History, Community Memory, and Collective Stories

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COURSE DESCRIPTION

Contamos con los cuentos. Our stories count & we count with our stories. In this class, we will explore the histories & contemporary experiences of Latinx communities in San Francisco and beyond. By focusing on theories, practices, and ethics involved in oral history, as well as reading texts that use personal narrative in a variety of ways, this course will equip students with the necessary tools to understand the distinctive role that oral histories play in representing Latinx culture. We will think critically about the production of knowledge, histories, and experience, and students will become community historians, oral historians, and even translators of experience. Course readings draw from history, anthropology, sociology, Latinx and Chicanx Studies. We will also explore web-based oral history projects and videos that employ various strategies to tell personal and collective stories. These texts and videos serve the critical role of preparing each of you to engage in the practice of oral history.

STUDENT LEARNING OUTCOMES

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: American Indian Studies, Africana Studies, Asian American Studies, Latina/Latino Studies, Race and Resistance Studies.
2. Apply theory and knowledge produced by Ethnic studies scholarship to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of BIPOC Communities and indigenous nations located within US- occupied territories, with a particular emphasis on agency and group-affirmation
3. Describe and actively engage with anti-racist and anti-colonial issues and practices and movements in BIPOC Communities and indigenous nations located within US-occupied territories to build a just and equitable society.

PROGRAM LEARNING OUTCOMES

This course meets the requirements of the Latina, Latino Studies Department Program Learning Outcomes (PLOs). The PLOs are available on the LTNS Major Webpage.

REQUIRED TEXTS

On reserve (also available to rent or borrow):

~Teresa Barnett & Chon Noriega, Eds., ***Oral History and Communities of Color***

Available for free on the SFSU J. Paul Leonard Library website:

~Gloria Elizabeth Chacón & Jennifer Gómez Menjívar, *Indigenous Interfaces: Spaces, Technology, and Social Networks in Mexico and Central America*

~Cary Cordova, *The Heart of the Mission: Latino Art and Politics in San Francisco*
~Caro De Robertis, *So Many Stars: An Oral History of Trans, Nonbinary, Genderqueer, and Two-Spirit People of Color*
~L. Heidenreich et al. *Writing That Matters : A Handbook for Chicanx & Latinx Studies*
~Miriam Jiménez Román & Juan Flores, *The Afro-Latin@ Reader: History and Culture in the United States*
~Helene Shulman & Mary Watkins, *Toward Psychologies of Liberation*
~Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*
~Marta Gonzalez, *Chican@ Artivistas: Music, Community, and Transborder Tactics in East Los Angeles*

More Reading available on Canvas

GRADES

Comunidad 5%
Student Interview: 10%
Testimonio 15%
Final Oral History 25%
Reading Responses & In Class Assignments 15%
Attendance 10%
Group Oral History 20%

DISCUSSION, PARTICIPATION, AND IN-CLASS ASSIGNMENTS:
Our class will engage in a collective process of oral knowledge production. A vital part of that is your informed and active presence in class. This is more than being "present"—it is about being ready to think, discuss, share, and learn together. You are expected to attend weekly and to participate substantively in discussions. Attendance is required, worth 10% of your grade, and will be taken each session. Please communicate with the professor about anticipated excused absences (illness, family emergencies).

Students will be asked to engage in regular class discussions about course material. Responsibilities include answering discussion questions, offering main take aways, & identifying key points made by the authors & exploring why those points matter.

STUDENT INTERVIEWS: Students will pair up and exchange interviews with another student during class time—each interviewing the other for 15 minutes. Students will then analyze their interview and present a written reflection about what they learned. A few select interviews will be shared in class for discussion. You can use your phone's to record the audio. No transcript required. More details on Canvas.

TESTIMONIO: Before you embark on recording and representing someone else's story, you will experience what it feels like to tell your own story. You will write a 3 pg (approx 800 word) testimonio in response to an issue covered in class, about yourself. Read the entry from *Latinx Keywords*, "Testimonio." Use this overview, class readings, and the examples of testimonial writing from the Latina Feminist Group (*Telling to Live*) as a point of reference. Don't forget to come up with a creative title.

GROUP PRESENTATIONS

Part I. Submit a proposal that includes your subject and work plan.

Part II. Prepare and conduct an oral history about an event or place (interview different folks in person, by telephone, or virtually). Your group will create a slide deck that includes an excerpt of an audio (or video) recording of the interview, as well include historical context or background, the list of questions, and a brief analysis.

These presentations should demonstrate how the interview contributes to an understanding of Latinx experiences in the U.S. Each student must present a portion of the presentation.

Part III. 3-4 page Written Reflection Identify a theme from the interview. Discuss the theme using class readings to make connections and conclusions. This paper is an individual project and must conform to the guidelines for written assignments.

FINAL Oral History Project

As part of the final project, you will prepare & conduct an oral history using the website StoryCorps. You need to follow the instructions and set up an account on the website and join our community (details on iLearn). Once your page is created on StoryCorp, you will share the link on iLearn and present on it during the last day of class.

Recording: Students will create a 15-20 minute recording consisting of an interview of a family member (chosen, extended, community) featuring issues related to family origins, structure, traditions, social networks, or featuring life, struggles and/or accomplishments (No partners or roommates). The final product should include photos or images or other creative additions. You will submit a list of questions, StoryCorps url, and a written reflection on the interview.

Written Reflection: 5 pages. Students will reflect on the interview process and select an aspect that resonated with them and relates to an idea or topic discussed in class. More details about this essay and the overall assignment on Canvas.

StoryCorps instructions are available on Canvas.

TENTATIVE SCHEDULE OF TOPICS AND READINGS* *(tentative & subject to change)*

Week 1: Introduction; Syllabus; Community Building

Week 2:

~"The X in Latinx"
~*Oral Histories & Communities of Color*: Introduction

~*Baylor University Institute of Oral History*
~*Remembering Jim Crow*

Week 3:
~*Oral Histories & Communities of Color (OHCC): ch* 2 & 3
~*OHCC*: Ch 4

Week 4: NO CLASS
~"Oral History-Interviewing Like the Justice Scholar That I Am: Constructing Interviews, Oral Histories, and Pláticas"

SEPT 14th Last Day to Drop/Withdraw Classes without a W grade

Week 5: Transition

~*AfroLatin@_Reader: Afro Puerto Rican Testimonies*
~*Queer Latino Testimonio*

Week 6
~*So Many Stars:* "Introduction"
"Glmmers in Childhood" "Migrations"
"Chosen Family" "Activism"
~In class: conduct Student Interview

~*OHCC* Ch 5 & 6
~Due: Student Interview

Week 7
~*Telling to Live: Latina Feminist Testimonios*
~DUE: Testimonio

Week 8
~*Indigenous People's Day (No class/There is an Assignment Due)*

Week 9 ~*Indigenous Interfaces*

~*OHCC* Ch 7-8
~*U.S Central Americans*

Week 10
~Psychologies of Liberation
~Decolonizing Methodologies

Week 11
~Heart of the Mission: Latino Art and Politics in San Francisco
~***Due: Proposals for Group Projects***

Week 12 Final Group Projects
~Chican@ Artivistas
~**Due: Proposals for Final Project**

Week 13: DUE: GROUP PROJECTS
Week 14: *NO CLASS: FALL RECESS*

Week 15 DUE: GROUP PROJECTS
Week 16: DUE: Final project uploaded on StoryCorps (In class listening session)

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Policies, Expectations, Resources:

Class format and norms: This is a highly interactive class that will include some lecture, mostly discussion, along with small group work and student presentations. As leaders and thinkers, it is crucial to be prepared to learn and share, and to honor our group agreements. We will discuss and establish group norms and expectations that will include professionalism, punctuality, accountability, confidentiality, equity of voice, and other suggestions/requests from students.

Names, Pronoun, Personal Contact Info: Please inform me about your preferred name and pronoun in the class survey. My goal is that the community (which is what our class will become) can learn and respect how each member wishes to be addressed. I also need a way to contact you other than school email (which many of you don't check, even though it is required) so please fill out the survey.

Technology: Our classroom will be a TECHNOLOGY FREE ZONE as much as possible. Please stay off your computer & cell phone in class. Step out if you need to make or take a call. Please put phones AWAY during class. If this becomes an ongoing issue, it may impact your attendance grade. If we gather on Zoom, please be on camera as much as possible, and stay focused on class. Please let me know if you have challenges using Zoom due to technology or your home environment. Also, try to use chat or other modes to show up if you can't always be on camera.

Due Dates: Please communicate with me, and let's work together to honor expectations and set you up for success. Prioritize your health and your families, and

don't put off informing me about any issues that arise. Let's build community, make meaning, and learn together.

Attendance and Participation: Consistent attendance is expected. Attendance credit includes attending or zooming into class on time, being prepared with the readings completed, and contributing to class discussions. Irregular or partial class participation will result in a significantly lower final grade. Being late more than 2 times of more than 15 minutes constitutes 1 unexcused absence.

Credit Hour Policy: We will meet twice a week for 1 hr and 15 minutes for class. Independent work outside of class will range from 3-6 hours depending on the week and assignments due.

Writing Guidelines: Detailed instructions for all writing assignments will be reviewed during class and posted on Canvas. Please note, unless arrangements are made in advance no late assignments will be accepted. All written work should be proofread and spell checked, Essays should be double-spaced and not exceed length requirements. Handouts and resources will be provided on Canvas.

Use a plain font, 12 point. Leave one-inch margins all the way around the pages. Do not add extra spaces between paragraphs. Follow MLA Style for citations & Works Cited pages.

Email Correspondence: Please include the course name/number in the subject heading of your email. Please include your name in the email. Please address me as Professor; Prof; or Profe. Expect my response within 48 hours.

How to Prepare for Class:

~Have your reading, Reading Responses (RR), & assignments, handy during class.
~Students should have a course notebook for note taking. Please do take notes and be accountable for information presented in class.
~We will only use computers to refer to RR, the reading, or notes.
~Please do not use Canvas updates in the place of information on your syllabus & policies document, but rather cross reference all.
~Check Canvas & your SFSU email at least twice a week for updates & announcements.
~Be prepared to work in small groups (engage in small group discussion & projects).

Tutoring and Academic Support Center (TASC): Tutors assist students in completing specific assignments as you strengthen your overall academic skills. Tutors are available to work with you one-on-one and in small groups in sessions tailored to your unique needs and learning styles. They are there to support you in your goal of succeeding at the university. More information: https://ueap.sfsu.edu/tutoring

Disability Access: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is

located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

Plagiarism: You are expected to be responsible for the content of your work and not commit plagiarism (i.e. not give credit to the ideas of others). Always acknowledge any words/ideas of others, which are not your own, by using quotes and in-text citation. If you have any questions on citations and use of quotes, please meet with the instructor. There will also be resources available on Canvas. If you are found plagiarizing or engaging in another academic misconduct, it may result in an "F" in the course and/or disciplinary action from the university.

A.I. Plagiarism: Use of artificial intelligence (AI), unless specifically directed by the instructor as part of the assignment, is considered a violation of CSU Student Conduct Code, under Plagiarism/Cheating (1.a-c). A student who is producing any writing they did not create on their own, without their own mind, is the definition of submitting a false document. Faculty should submit all violations of academic integrity to the Office of Student Conduct for follow-up. For AI violations, please submit the syllabus, the document(s) in question and the evidence to indicate something was AI-created (an AI report from TurnItIn or other source) using the Academic Dishonesty Reporting Form on the Office of Conduct web page. For more information on reporting academic dishonesty, please visit the Office of Student Conduct website or email conduct@sfsu.edu. Beware of using Grammarly as writing corrected by this type of program will show up as AI generated.

Disclosures of Sexual Violence (Title IX): SF State fosters a campus free of sexual violence including sexual harassment, domesticviolence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

- The SAFE Place – (415) 338-2208; psyservs.sfsu.edu/content/safe-place
- Counseling and Psychological Services Center – (415) 338-2208; psyservs.sfsu.edu

Statement on Disruptive Classroom Behavior: You must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor differences of viewpoints. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behavior is defined as "behavior a reasonable person would view as substantially or repeatedly interfering with conduct of a class."

Accommodations for Religious Holidays Policy: The faculty of San Francisco State University shall accommodate students wishing to observe religious and cultural holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that they will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. This policy shall be included in the

University Bulletin, appropriate websites, the Faculty Manual,and undergraduate and graduate student handbooks. Faculty are encouraged to include the policy statement in their course syllabi. Students wishing to be excused from class attendance for religious observances must submit a written request to their instructors prior to their absences, as stated in the policy above.

https://senate.sfsu.edu/policy/observance-religious-and-cultural-holidays-policy-current

Any policies not explicitly addressed are covered in the University Bulletin

Important note about a possible work stoppage during the semester

The California Faculty Association (the union that represents all CSU faculty, including lecturer faculty, tenure-line faculty, coaches, counselors, and librarians) is in the midst of a difficult contract dispute with the CSU system-wide administration. In response to the CSU management's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at:

www.calfac.org and www.cfabargaining.org